INSL 6390: Evaluation for Instructional Leaders-ONLINE
Spring 2018

Course Number is a required course for a Master of Education Degree in Instructional Leadership.

College of Education
Department of Educational Leadership

College of Education, Department of DEPARTMENT NAME

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Course Format: This course is delivered online. Lessons will include a combined approach of discussions, outside reading, learning reflections, field-based projects, Web-based research, and online presentations to achieve the objectives of the course. Brain-based learning theories will be implemented, including the use of a variety of learning styles.

Day and time the class meets: Online – Dr. Polnick will post announcements once per week, usually Tuesdays.
Location of class: Online

Course Description: In this course, graduate students will gain a comprehensive knowledge of different types and forms of evaluation and their application to educational improvement. In addition, students learn how to analyze data from a variety of forms of assessments to inform instructional decisions. The course includes a comprehensive study of the design, validity/reliability, bias, and use of assessment instruments often associated with educational improvement.
Credit 3 (Graduate Catalog Descriptor).

Using an interactive online format and data from scenarios and real world applications, participants will become adept in the basic tenets of assessment and evaluation as well as the role of the instructional leader in implementing these in an educational setting. Emphasis is placed on improving instruction and learning through applying assessment and evaluation findings using a variety of assessment and evaluation tools. The curricula for this course includes the knowledge of the literature, ongoing student engagement in research and appropriate professional practice, and classroom dialogue.

Materials & Texts
Popham, W. J. (2010). *Everything school leaders need to know about assessment*. Thousand Oaks, CA: Corwin.* Required

Supporting Resources:
Brown, G., & Irby, B. (1998). *Principal portfolio*. (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc. ISBN 978-0-7619-7700-1

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, D.C: American Psychological Association.

Popham, W.J. (2006). *Assessment for educational leaders*. Thousand Oaks, CA: Corwin.

Reynolds, C.R., Livingston, R.B., & Willson, V. (2006). *Measurement and assessment in education.* Boston, MA: Allyn and Bacon.

Kaufman, R., Guerra, I., & Platt, W.A. (2006). *Practical evaluation for educators*. Thousand Oaks, CA: Corwin.

Morris, M., & Clark, B. (2013). You want me to do what? Evaluators and the pressure to misrepresent findings. *American Journal of Evaluation, 34*(1), 57-70. doi:10.1177/1098214012457237

Watkins, R., West Meiers, M., & Visser, Y. (2012). *A guide to assessing needs: Tools for collecting information, making decisions, and achieving development results*. Washington, DC: World Bank. Retrieved from www.needsassessment.org

Research-based articles and videos will also be used to support learning.

TK20 Account required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Account information can be found at: https://tk20.shsu.edu/ There is no cost to the student for this resource.

Technology Resources:
Students are **required** to have access to a reliable High Speed Internet connection and be familiar with basic Microsoft software programs including Word and PowerPoint. You will be **required** to submit papers using Microsoft Word 2.8 or higher.

You must have a SHSU Email Account (not to be forwarded to other email) [see http://www.shsu.edu/~ucs_www/] and be able to access SHSU Blackboard to participate in this class. To successfully complete this course, students must actively use SHSU Blackboard minimally three times a week. Failure to actively use SHSU Blackboard for any one-week period will result in the student being dropped from the class or failed if after drop deadline.

It is *recommended* that students purchase a webcam for live (synchronous) discussions and/or Skype conferences with the instructor for additional interaction and support.

Technical Problems?
For technical problems with Blackboard, please refer to contact information below:

Email: blackboard@shsu.edu
Phone: 936.294.2780
Toll-free: 877.759.2232
Hours of Operation:
Mon. - Fri. 7 a.m. - Midnight (Email/Phone); Mon.-Fri. 8 a.m. - 6 p.m.
Sat. 7 a.m. - Midnight (Email/Phone)

Student Evaluation of Instructor Effectiveness (IDEA System)
Students will be asked to evaluate the instructor's teaching effectiveness related to course objectives and general effective teaching practices at the end of the course using the IDEA instrument. Students will be invited to provide feedback during the course which will be used to make needed adjustments to ensure the success of the learning environment. Students will be asked to evaluate their learning in these specific objectives selected from the IDEA database:
In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

IDEA – Under <u>Basic Cognitive Background</u>
Objective 1. Gaining factual knowledge (terminology, classifications, methods, trends in becoming an instructional leader.
- ❑ Apply a framework for continuous improvement to school organizations and individuals in order to promote student success.
- ❑ Connecting facts, understanding relationships
- ❑ Identify and utilize four critical elements in understanding and making decisions about Teaching and Learning.

IDEA – Under <u>Application of Learning</u>
Objective 2. Applying what you have learned in this course
- ❑ Recognize the importance of utilizing systems thinking to make decisions.
- ❑ Understand the role of an instructional leader in the system.
- ❑ Apply a framework for continuous improvement to school organizations and individuals in order to promote student success.

IDEA – Under <u>Intellectual Development</u>
Objective 3. Gaining a broader understanding and appreciation of intellectual/cultural views and perspectives.
- ❑ Critically evaluating ideas, arguments, and points of view. Using higher level thinking skills in analysis and review of data from Data Packet and scenarios presented in course.
- ❑ Applying what you are learning in this course to clarify thinking or solve problems when consulting teachers and staff

Instructional Goals:
- Analyze current issues and controversies in learner assessment and evaluation (including bias, instructional sensitivity, etc.).
- Analyze multiple sources of data from assessments to identify improvement needs.
- Apply the core concepts of educational evaluation.
- Apply oral and written communication skills to communicate evaluation data to stakeholders.
- Explore educational policy related to assessment and evaluation.

- Analyze and apply national assessment standards to educational improvement efforts.
- Apply the fundamentals of design, validity/reliability, and utilization of assessment instruments.

Course Content/Competencies:
Competency 1: Describe the function of assessment and evaluation on the contemporary instructional setting.

Historical contributors to U.S. assessment and evaluation design
Explore the evaluation of National Standards (Common Core) and state expectations (Texas Essential Knowledge & Skills
Explore evaluation and assessment constructs and theories

Competency 2: Analyze assessment and evaluation measures and their impact on improving student performance

Identify strengths and areas of concern in student performance (for all students and by subgroups) on a campus
Analyze state and national data to determine areas of need and strength for the purpose of program improvement.

Competency 5: Organize the instructional program to increase student achievement.

Analyze role of leadership and design specific strategies to improve the use of evaluations.
Describe effective assessments with attention to objective alignment related to cognition and content of the objective (Anderson & Krathwold)

Competency 4: Analyze assessment practice

Describe important components of effective assessment practices for an instructional setting.
Describe assessment practices used to measure student learning of curriculum.
Analyze assessment components of a current program assessment process and identify strengths and areas of concern.
Describe the role of leadership in the improvement of effective assessment.

Course Requirements /Expectations:
- Students will participate fully in online class discussions.
- Students will assume responsibility for their own success in this class.
- All assignments will be completed in a timely manner, which is necessary for meaningful participation and contribution in class.
- **No** make-up assignments will be given for missed class discussions or for late discussion submissions.
- **Late** points will be deducted from participation grade and/or assignments that are turned in past the due date. In general, a deduction of one letter grade will be deducted.
- Students will visit the library at SHSU online and Google Scholar to supplement their readings on the various methodologies and will share these accounts during class discussions.
- Assignments are due by **11:59 pm** on the due date and will be considered late if emailed to the professor or posted to Blackboard after the due date.
- Students will upload a student information profile so that alternative contact information is available for emergency situations.

All assignments should be submitted through Blackboard. All uploaded documents must have the your last name, course number and section number, and assignment reference in the document label (i.e. Smith.EDAD6390.01.Reflection1). When emailing instructor, please include your last name and the course in the subject heading: (i.e. Smith.EDAD390)

Instructor Interaction/Communication Objectives:
- Display a personal interest in students and their learning
- Assist students in ways to find answers to their own questions
- Provide feedback regarding academic performance
- Clarify course material
- Share ideas about the course content
- Provide timely and frequent feedback
- Provide student-faculty interaction via email, phone calls, etc.

Please adhere to proper protocol. Any questions or concerns relating to this course should be addressed with the instructor first through email or telephone before going to the department chair or dean. Unless it is an emergency, I will respond to you within **48 hours**.

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Student Guidelines

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University Policies
- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: The use of instructional technology is expected during class unless otherwise designated.
  - Technology during exams: Limitations of use of technology during exams will be posted in exam instructions.
  - Technology in emergencies: Students should notify their instructor regarding issues of emergencies.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance Expectations:
Students are expected to contribute weekly to the online discussion board as the chosen format for class lectures. In addition, students will: read course notes and assigned book chapters; participate in discussion board assignments; and complete course assignments including

required embedded field-based activities. Students are also expected to respond to all email response requests sent by the professor.

Late Assignment Policy: All course work is due on the date specified. **Late work will be accepted or awarded credit (with point penalty) only if the student and the professor have made an agreement regarding an unusual circumstance.**

Course Expectations

Participants are expected to participate in each unit of study online. Effective use of time on task is key to successful completion of the course. Class discussions are important in order for the class members to learn together. You have much to offer to this experience, and we learn from each other. All assignments should reflect a thorough analysis of the content, include supporting evidence from course readings and additional resources (citations must be provided).

Written work should:
• be clear, well organized, and concise.
• be free from grammatical and spelling errors.
• be typed (12 point) and double spaced with 1 inch margins on left and right, with name, date, course, and assignment #. Paginate with page number in upper right hand corner.
• **Contain a header** delineating the student's name, course, assignment, and date. For example, *Smith.INSL 6390.Field-based #20 Reflection*
• adhere to the formatting delineated in the APA Manual, 6th edition (See references and citations, specifically). Format for citing work (and references) can be found in APA, 6th edition. For a review of Academic Writing & APA, 6th edition (style manual used in College of Education), sentence, paragraph, pre-writing, APA and helpful sites Review: http://owl.english.purdue.edu/owl/resource/560/01/, citing references: http://www.lib.usm.edu/research/guides/apa.html   APA, 6th Edition.

Caution: Plagiarism is not tolerated at SHSU. This means that all work that is not originally yours, must be cited (whether paraphrased or quoted). University policy specifies the dismissal of students who plagiarize the work of others.

College of Education Information

Accreditation
The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of

Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Content of Course

Readings: Each week you will have assigned readings from your textbook. In addition, **featured articles** that enhance the textbook will be included where appropriate.

Video Presentations: PowerPoint/Audio or video-enhanced presentation will be used to enhance the readings and clarify key points. Occasionally, links to websites will be included in the presentations or in the module to provide access to resources that will enhance and assist you in applying the content. Please allow time to review these. Note: if hyperlinks in the slide show do not work, copy and paste the link into your browser.

A. Blackboard Discussions

Students will actively participate in online class discussions. Students will make postings in the SHSU Blackboard Discussion Board in a timely manner. These postings will be related to what you are learning in the course, along with your own personal school experiences. References to the text and outside reading is also expected. Responses to others should be in-depth, relevant, contain additional questions for thought and critical discourse. See rubric in Appendix B for rubric/expectations for Blackboard Discussion postings.

B. Field-based Activities

The purpose of the field-based activities is to give you an inside look at issues that currently impact the decisions of instructional leaders. Reflecting on these activities supports the design of comprehensive professional growth plans by focusing on leadership skills needed for meeting personal goals. See matrix below for descriptions of Field-based Activities (FB #s 21 and 22).

FB # 21. Examine assessment and evaluation policy in a district or educational organization by exploring web-based or other documents (assessment calendars, handbooks, etc.). Write a reflection over:
a) number and types of assessments implemented;
b) 1-sentence description of each type of assessment; and
c) purpose of each assessment (how they are used in the district or educational organization and

their relevancy to improving or supporting instruction)

FB # 22. Students will explore personality assessments by actually participating in an assessment of their choosing. Assessment resources through the SHSU Career Center such as the Newly Revised Strong Interest Inventory® (SSI) and the Myers-Briggs Type Indicator® (MBTI) career assessments at no charge. The link for this center is: http://www.shsu.edu/dept/career-services/students/assessments.html
You may also use one of your own choosing. A discussion about what you learned from your assessment will also occur.

Format for Reflections over Field-based Activities
Reflections may follow the modified *Brown & Irby Reflection Cycle* format (See Appendix A)
    NOTE: Upload to BlackBoard Dropbox under *Field-based Activities*. After submitting reflections, please save them in a folder labeled Standard 1 for your TK20 internship syllabus/portfolio completed during your final course (Practicum, INSL 6372).

C. Hot Topic Presentation
Students will create an 8-10 slide presentation over a "hot (current) topic" on the subject of assessment and/or evaluation that is of interest and/or relevance to them. Presentation should include ideas of strategies and activities for assessing learning. Presentation may utilize any number of presentation program formats, including: PowerPoint, PowToons, Google Docs Drive Alternative, Prezi, 280 Presentation Slides. Include references cited in the slides, also.

D. Learning Reflections
Students will submit learning reflections throughout the course. Reflections will be reviewed by your instructor with comments. The reflections should consist of experiences, thoughts, opinions, and attitudes as they apply towards your learning as it relates to the use of assessments and evaluation tools. Prompts will be provided for the reflections. Improvement in terms of depth and complexity as well as writing skills over the course of the semester is expected. All information will be kept confidential.

E. Quizzes
Students will complete a quiz over content presented in class and assigned readings periodically. The quizzes will be open book (i.e., you can use your book and notes), but you still must learn the material first because the quiz is timed. You will only have 60 minutes to complete the quiz online, which means that you will not have time to read the material for the first time while taking the quiz.

F. Assessment Critique
Individually or as a group (2-3 people), students will apply assessment principles by critiquing different types assessments (criterion-referenced, norm-referenced, attitude, etc.). Interactions will take place in a Collaborative Discussion board setting to facilitate responses to questions/prompts. Using a rubric for the written paper, students will submit work individually which will be scored based on both individual work and the quality/quantity of their contributions to the collaborative discussion.

Students will select a criterion-referenced or norm-referrenced test currently being used in their educational setting to critique. Critique will include:

1. Name of test/type of test
2. Description of how it is currently being used in an educational setting
3. Discussion of the degree to which students feel the use of the assessment is valid, including the kind of evidence of validity (including alignment) that exists. Responses must be supported with specific examples.
4. Recommendations for improving the use of the assessment in making instructional decisions based on standards, research, textbooks, and discussions in class.

G. Assessment Plan for Improvement
Students will develop a plan for improving the current assessments used in an instructional setting, including but not limited to: assessment items, procedures, application to instruction, application to learner evaluation/grades, and evaluation of teaching. The plan is an application of students' understanding of the application of research-based practices in designing and implementing assessments. Students are expected to follow the rubric provided in the module.

Evaluation

Note: The professor reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.

Assessments	Points	% of Grade
Discussion Board-Chapters (5 @ 10 pts. each)	50	16
Hot Topic Presentation	20	6
Hot Topic Discussions of others' presentations (10 @ 10 pts. each)* May be altered depending on # of students in course.	100	30
Learning Reflections (6 entries @ 10 pts. each)	60	19
Assessment Critique (20 pts.)	20	6
Assessment Plan For Improvement (20)	20	6
Quizzes (2 @ 10 pts. Each)	20	6
Field-based Activities/Reflections (2 @ 20 pts. each)	40	13
Total Points	**330**	**100* approx..**
A =297-330; B = 264-296; C = 231-263; F = Below 231		

Definition of expected quality levels:
A grade of "**A**" represents *exceptional* work and clearly represents graduate level performance! **[Exceeds Standards].** Reflections have detailed responses. Written work consists of correct grammar & spelling. Analysis and reflection paper follows assigned reflection format. Discussions are thoughtful and follow rubric guidelines. **All** assignments are turned in on time.

Student demonstrates learning beyond the course and stated expectations. Learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills earn "A" work. **Note: A student must complete ALL assignment in order to make an A, even if the total points are in the A range.**

A grade of **"B"** represents *expected* work! **[Meets Standards and demonstrates mastery of objectives assessed]** Reflections have appropriate expected responses. Written work consists of correct grammar & spelling. Assignments requiring the assigned reflection format are included in presentation of reflection papers and some discussions. Most discussions provide interactions with classmates. Discussions are thoughtful and follow rubric guidelines. The majority of assignments are turned in on time. Learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments earn "B" work. Most graduate students demonstrate proficiency related to the course objectives and earn Bs. A "B" represents acceptable performance.

A grade of **"C"** represents *below expectation* work! **[Failure to meet Standards].** Reflections (s) lack detailed responses. Written work consists of misspellings, poor use of grammar and punctuation. Papers and some written assignments are poorly organized and don't follow the required formats described in syllabus. Discussions are missing, short, or inappropriate. Work overall is poorly done, submitted late, or non existent. Course objectives will be assessed using discussions, research activities, course activities, and written assignments.
A grade lower than C is not acceptable at the graduate level. Students will have to retake the course if grade falls below a C.

INSL 6390 Course Calendar—Spring 2018 NOTE: Assignments and due dates may be altered to meet the needs of the class.			
Date	**Learning Units**	**Topics and Readings**	**Written Assignments are d**ue before midnight **on the final day** of the unit unless announced otherwise. All initial responses to discussion prompts are due **on Thursdays** and all responses to others' are due by **the next Tuesday**.
1/17-1/23	**Unit 1**	**Topic(s): Introductions** • Introductory Video • Blackboard Orientation • Course Organization PPT • Student Information Profile • Class Introductions • Syllabus **Read Popham, Chapter 1** **Sign up for Hot Topics**	**Participate in Discussion Board 1: Class Introductions** **Upload Student Information Profile to Dropbox**

1/24-1/30	**Unit 2**	**Topic(s): Role of assessment, Role of educational leaders** **Reading** Popham- Chapters 1 Begin working on Field-based Activity # 21: *Assessments in* *Schools/Instructional Settings*	**Discussion Board 2, Chapter 1 Popham**
1/31-2/6	**Unit 3**	**Topic(s): Validity** **Reading** Popham, Chapter 2 **Practice Assignment** Criterion-referenced Test Interp. Analyze the STAAR, 5th Grade Science for Validity	**Learning Reflection 1** **Discussion- Hot Topic 1**
2/7-2/13	**Unit 4**	**Topic(s): Reliability** **Reading** Popham, Chapter 3 **Practice Assignment** Reliability Scenarios Begin working with group on Assessment Critique—Due 2/27	**Discussion Board 3-Reliability Possible Zoom class (select 1 of 3 dates: 2/8, 2/10, or 2/12)** **Field-based #21 Reflection**
2/14-2/20	**Unit 5**	**Topic(s): Assessment Bias** **Readings** Popham, Chapter 4 Test Blueprint article Continue working with group on Assessment Critique Due 2/27	**Learning Reflection 2** **Discussion- Hot Topic 2**
2/21-2/27	**Unit 6**	**Topic(s): Instructional Sensitivity** **Reading** Popham, Chapter 5 **Practice Assignment** STAAR/EOC Blueprints	**Assessment Critique due Discussion- Hot Topic 3**

2/28-3/6	Unit 7	**Topic(s): Accountability Assessments; Test Blueprint** **Reading** Popham, Chapter 6 Test Blueprint article	**Learning Reflection 3** **Discussion- Hot Topics 4&5** **Quiz # 1**
3/7-3/11 3/20* Assign due	Unit 8	**Topic(s):** *Assessing Affect* *Attitude/Affect Measures* **Reading** Popham, Chapter 9	**Learning Reflection 4** **Discussion- Hot Topics 6&7**
3/12-3/16		****** SPRING BREAK ******	
3/21-3/27	Unit 9	**Topic(s):** *Personality/Career/Leadership Assessment*	**Discussion Board 4-Affective Assessments**
3/28-4/3	Unit 10	**Topic(s):** Rubrics National Assessment Standards **Reading** Popham, Chapter 7	**Learning Reflection 5** **Discussion- Hot Topics 7&8**
4/4-4/10	Unit 11	**Topic(s):** Using Formative Assessments to Improve Teaching & Learning **Reading** Popham, Chapter 8	**Discussion- Hot Topics 9&10** **Field-based Embedded Activity 22: Personality/Leadership Assessment due**

4/11-4/17	Unit 12	**Topic(s):** *Assessing Performance*
		     Performance/Portfolio
		     Assessment
			Discussion- Leadership assessment
			
			Quiz #2

4/18-4/24	Unit 13	**Topic(s):** *Assessments for Instruction and Program Improvement*
		     Comparative Data
		     Using Data
			Discussion Board 5- Program Improvement
			
			Assessment Plan for Improvement

4/25-5/1	Unit 14	**Topic:** *Putting it all together-Final Performance Event*	**Possible Zoom class (select 1 of 3 dates: 4/27, 4/28, 30** **Learning Reflection 6**

APPENDIX A

FIELD-BASED ACTIVITY REFLECTION FORMAT
(Modified Brown and Irby Reflection Cycle)

This format is found on pg. 31 of <u>The Principal Portfolio</u> by Brown & Irby, along with in-depth descriptors. Below is a brief description of each phase of the reflection cycle. Page formatting: About one page, **no more than 2 pages**, 12-point font, 1 inch margins. Spacing: single. Include **labels** ("Criterion," "Artifacts," etc.) in your paper.

Below is a brief description of each phase of the cycle.

A. <u>Criterion:</u> Record the Principal Standard(s) (Appendix B) that relate(s) to this assignment if available (you may use letter/numbering).

B. <u>Artifacts:</u> Select artifacts that you reviewed, analyzed, discussed as part of your field-based activity. If citing a resource, please do so in APA 6th edition style formatting. I you are asked to include the artifact (i.e. campus planning document), then you may attach the document in a separate file.

C. <u>Describe:</u> Describe the assignment as it was written and add information from your site/field exploration. Who? What? When? Where?

D. <u>Analyze:</u> Analyze what you observed, read, or experienced in terms of comparisons and contrasts. What were the critical pieces as they relate to your actions/experiences.

E. <u>Appraise:</u> Determine impact and effectiveness of the program or situation as you experienced it. Compare your observations and experiences to your own values and beliefs. How valuable was this experience to you? How valuable was it to your school community?

F. <u>Transform:</u> Reflect on the impact this experience has had on your own development. How has what you learned in this experience changed or affected your thinking? What new goals can you set for yourself based on your experience? What do you need to learn more about? What areas to do you need to grow?

APPENDIX B
NCATE Matrix

Field-based Practicum Activities Standards

INSL 6390 (Evaluation for Leaders)	
ELCC Standard	
ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	**# 21.** Examine assessment and evaluation policy in a district or educational organization by exploring web-based or other documents (assessment calendars, handbooks, etc.). Write a reflection over: a) number and types of assessments implemented; b) 1-sentence description of each type of assessment; and c) purpose of each assessment (how they are used in the district or educational organization and their relevancy to improving or supporting instruction)
ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership. ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	**FB # 22.** Students will explore personality assessments by actually participating in an assessment of their choosing. Assessment resources through the SHSU Career Center such as the Newly Revised Strong Interest Inventory® (SSI) and the Myers-Briggs Type Indicator® (MBTI) career assessments at no charge. The link for this center is: http://www.shsu.edu/dept/career-services/students/assessments.html Students may also use one of their own choosing. A discussion about what they learned from their assessment will also occur.